

# ENGLISH – YR7

Units taught:

| AUTUMN   | SPRING  | SUMMER  |
|--|---|---|
| <p><b><u>READING FOCUS</u></b><br/> <b><u>Magic and Fantasy</u></b><br/> <b><u>Modern Texts</u></b></p> <p>Set 1 – <i>The Hobbit</i> by JRR Tolkien<br/>           Set 2 <i>Harry Potter</i> by JK Rowling<br/>           Nurture Group <i>The Witches</i> by Roald Dahl</p> <p><b><u>WRITING FOCUS</u></b><br/> <b><u>Ancient Myths and Modern Texts</u></b></p> <p>Read extracts from <i>The Odyssey</i>.<br/>           Set 1 <i>The Hobbit</i> by JRR Tolkien<br/>           Set 2 <i>Harry Potter</i> by JK Rowling<br/>           Nurture Group <i>The Witches</i> by Roald Dahl</p> | <p><b><u>READING FOCUS</u></b><br/> <b><u>The Scottish Play</u></b></p> <p><i>Macbeth</i> by William Shakespeare</p> <p><b><u>WRITING FOCUS</u></b><br/> <b><u>The Scottish Play</u></b></p> <p><i>Macbeth</i> by William Shakespeare</p> | <p><b><u>READING FOCUS</u></b><br/> <b><u>The Romantic Imagination</u></b></p> <p>A selection of Romantic Poetry by:<br/> <b>Coleridge</b><br/> <b>Keats</b><br/> <b>Wordsworth</b><br/> <b>Shelley</b><br/> <b>Blake.</b></p> <p><b><u>WRITING FOCUS</u></b><br/> <b><u>The Gothic Novel</u></b></p> <p><i>Pre 1914 The Gothic</i><br/>           A range of pre 1914 'monsters' literature including:<br/> <i>Frankenstein, Jekyll and Hyde</i> and <i>Dracula</i>)</p> |

## Reading Skills:

To understand and interpret texts selecting appropriate evidence;  
 To understand how writers use language and structure to achieve effects; and influence readers, using relevant subject terminology;  
 To understand writers' messages and influence of context.

## Writing Skills:

To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences;  
 To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts;  
 To ensure that sentence demarcation, punctuation, sentence forms, grammatical structures and spelling are accurate;  
 To improve and use vocabulary effectively.

## Speaking and Listening Skills:

Individual: Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners and content.  
 Talking with others: Listen & respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions.  
 Talking within role-play and drama: Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues.

# ENGLISH – YR7 - CONT

## How parents can help to support their son's/daughter's learning:

- o Encourage your child to review their written work and re-draft for improved technical accuracy;
- o All students will have an Accelerated Reading book;
- o Encourage reading for pleasure at home to enhance understanding of different text types and reading for meaning.
- o Encourage your child to share their homework tasks with you and therefore check their accuracy, presentation and depth before handing homework in;
- o Students will be set weekly spelling homework tasks.

## British Values

Both English Language and English Literature encourage students to develop empathy with a range of characters in different contexts. They discuss a variety of often controversial and challenging topics that encourage tolerance of others' beliefs, self-confidence and respect for others.



# ENGLISH – YR8

Units taught:

| AUTUMN  | SPRING   | SUMMER   |
|---|--|--|
| <p><u>READING FOCUS</u><br/><u>The Horror of War</u></p> <p>War Poetry by Sassoon, Owen, Brooke, Hardy</p> <p>Private Peaceful by Michael Morpurgo.</p> <p><u>WRITING FOCUS</u><br/><u>War – What is it good for?</u></p> <p><i>Private Peaceful</i> by Michael Morpurgo and other war novels/ plays (e.g. suitable extracts from <i>Journey's End</i>, <i>Birdsong</i>, <i>Regeneration</i>, <i>War Horse</i>)</p> | <p><u>READING FOCUS</u><br/><u>Challenging Misconceptions</u></p> <p><i>Stone Cold</i> by Roberts Swindells</p> <p><u>WRITING FOCUS</u><br/><u>Pre 1914 Mystery and the Macabre</u></p> <p><i>The Tell Tale Heart and The Raven</i> by Edgar Allan Poe</p> | <p><u>READING FOCUS</u><br/><u>Love, Lust and Lies</u></p> <p><i>A Midsummer Night's Dream</i> by William Shakespeare</p> <p><u>WRITING FOCUS</u><br/><u>What do you think?</u></p> <p>Opinion and transactional writing based on a range of articles.</p> |

## Reading Skills:

To understand and interpret texts selecting appropriate evidence;  
To understand how writers use language and structure to achieve effects;  
and influence readers, using relevant subject terminology;  
To understand writers' messages and influence of context.

## Writing Skills:

To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences;  
To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts;  
To ensure that sentence demarcation, punctuation, sentence forms, grammatical structures and spelling are accurate;  
To improve and use vocabulary effectively.

## Speaking and Listening Skills:

Individual: Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners and content.  
Talking with others: Listen & respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions.  
Talking within role-play and drama: Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues.

# ENGLISH – YR8 - CONT

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- o Encourage your child to share their homework tasks with you and therefore check their accuracy, presentation and depth before handing homework in;
- o Students will be set weekly spelling homework tasks.

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# ENGLISH – YR9

Units taught:

| AUTUMN  | SPRING  | SUMMER   |
|---|---|--|
| <p><u>READING FOCUS</u><br/><u>Texts from Other Cultures</u></p> <p><i>Of Mice and Men</i> by John Steinbeck</p>          | <p><u>READING FOCUS</u><br/><u>Portraits of People</u></p> <p>_An anthology of Modern and other cultures poetry</p> | <p><u>READING FOCUS</u><br/><u>Victorian Life and Literature</u></p> <p><i>Oliver Twist</i> by Charles Dickens</p> |
| <p><u>WRITING FOCUS</u><br/><u>Literature as a Social Critique</u></p> <p><i>An Inspector Calls</i> by J.B. Priestley</p> | <p><u>WRITING FOCUS</u><br/><u>Allegory and Satire</u></p> <p><i>Animal Farm</i> by George Orwell</p>               | <p><u>GSCE Preparation</u><br/><i>Romeo and Juliet</i> by William Shakespeare</p>                                  |

## Reading Skills:

To understand and interpret texts selecting appropriate evidence;  
 To understand how writers use language and structure to achieve effects;  
 and influence readers, using relevant subject terminology;  
 To understand writers' messages and influence of context.

## Writing Skills:

To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences;  
 To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts;  
 To ensure that sentence demarcation, punctuation, sentence forms, grammatical structures and spelling are accurate;  
 To improve and use vocabulary effectively.

## Speaking and Listening Skills:

Individual: Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners and content.  
 Talking with others: Listen & respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions.  
 Talking within role-play and drama: Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues.

# ENGLISH – YR9 - CONT

## How parents can help to support their son's/daughter's learning:

- o Encourage your child to review their written work and re-draft for improved technical accuracy;
- o Encourage reading for pleasure at home to enhance understanding of different text types and reading for meaning.
- o Encourage your child to share their homework tasks with you and therefore check their accuracy, presentation and depth before handing homework in;
- o Students will be regularly set homework tasks.

## British Values

Both English Language and English Literature encourage students to develop empathy with a range of characters in different contexts . They discuss a variety of often controversial and challenging topics that encourage tolerance of others' beliefs , self-confidence and respect for others.



# ENGLISH – YR10

Units taught:

| AUTUMN  | SPRING  | SUMMER  |
|---|---|---|
| <p><u>GCSE English Literature</u><br/> <b>Paper 1 Section A</b><br/>                     Romeo and Juliet by William Shakespeare</p>                      | <p><u>GCSE English Literature</u><br/> <b>Paper 2 Section B</b><br/>                     Poetry Anthology<br/>                     Power and Conflict</p> | <p><u>GCSE English Literature</u><br/> <b>Paper 2 Section C</b><br/>                     Unseen Poetry</p>      |
| <p><u>GCSE English Literature</u><br/> <b>Paper 2 Section B</b><br/>                     Poetry Anthology<br/>                     Power and Conflict</p> | <p><u>GCSE English Literature</u><br/> <b>Paper 2 Section A</b><br/>                     Blood Brothers by Willy Russell</p>                              | <p><u>GCSE English Language</u><br/>                     Spoken Language<br/>                     Recording</p> |
| <p><u>GCSE English Literature</u><br/> <b>Paper 1 Section B</b><br/>                     A Christmas Carol by Charles Dickens</p>                         |   |   |

We encourage students to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

**Skills Developed:**

AO1: Read, understand and respond to texts.

Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations.

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3: Show understanding of the relationships between texts and the contexts in which they were written.

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

# ENGLISH – YR 10 - CONT

## How parents can help to support their son's/daughter's learning:

- o Encourage your child to review their written work and re-draft for improved technical accuracy;
- o Encourage reading for pleasure at home to enhance understanding of different text types and reading for meaning.
- o Encourage your child to share their homework tasks with you and therefore check their accuracy, presentation and depth before handing homework in;
- o Students will be regularly set homework tasks.
- o Encourage students to revise and consider this an ongoing process from the beginning of Year 10.

## British Values

Both English Language and English Literature encourage students to develop empathy with a range of characters in different contexts . They discuss a variety of often controversial and challenging topics that encourage tolerance of others' beliefs , self-confidence and respect for others



# ENGLISH – YR11

Units taught:

| AUTUMN   | SPRING  | SUMMER  |
|--|---|---|
| <p><u>GCSE English Language Paper 1 Section A and B</u></p> <p><u>GCSE English Language Paper 2 Section A and B</u></p> <p>GCSE English Literature Revision completed alongside English Language schemes of work</p> | <p><u>Exam Revision Language and Literature</u></p> | <p><u>Exam Revision Language and Literature</u></p> <p>GCSE Language and Literature Examination</p> |

We encourage and enable students to:

- read a wide range of texts, fluently and with good understanding
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

In addition, students will

- listen to and understand spoken language, and use spoken Standard English effectively.

Skills Developed:

AO1: identify and interpret explicit and implicit information and ideas

AO1: select and synthesise evidence from different texts

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4: Evaluate texts critically and support this with appropriate textual references

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

AO7: Demonstrate presentation skills in a formal setting

AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations

AO9: Use spoken Standard English effectively in speeches and presentations.

# ENGLISH – YR11 – CONT

## How parents can help to support their son's/daughter's learning:

- o Encourage your child to review their written work and re-draft for improved technical accuracy;
- o Encourage reading for pleasure at home to enhance understanding of different text types and reading for meaning.
- o Encourage your child to share their homework tasks with you and therefore check their accuracy, presentation and depth before handing homework in;
- o Students will be regularly set homework tasks.
- o Encourage students to revise and consider this an ongoing process from the beginning of Year 10.

## British Values

Both English Language and English Literature encourage students to develop empathy with a range of characters in different contexts . They discuss a variety of often controversial and challenging topics that encourage tolerance of others' beliefs , self-confidence and respect for others

